DOCUMENT RESUME

ED 345 305 CS 507 809

AUTHOR Hess, Jon; Pearson, Judy C.
TITLE Basic Public Speaking Principles: An Examination of Twelve Popular Texts.
PUB DATE 2 Nov 91
NOTE 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Content Analysis; Higher Education; Introductory Courses; *Public Speaking; Publishing Industry; *Speech Curriculum; Speech Instruction; *Textbook Content; Textbook Research; *Textbooks
IDENTIFIERS Speech Communication Education

ABSTRACT

A study investigated the principles included in basic public speaking texts and the relative importance given to each principle. Content analysis was used to examine 12 of the most popular introductory-level college public speaking textbooks. The unit of analysis was selected, categories were constructed, and the data were coded and weighted. Results indicated that: (1) although the information contained in the texts was often very different, the topics discussed were the same; (2) the 24 principles identified were grouped into overall categories of communication theory, speech preparation, speech delivery, activities and elements in public speaking, and a taxonomy of public speaking; and (3) the authors showed increased attention to persuasive speaking, language, informative speaking, and the audience, and decreased attention to modes of delivery, determining a speech purpose, the thesis statement and main points, ethics, and speech practice. (Two tables of data are included; 56 references are attached.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED345305

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jon A. Hess
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Basic Public Speaking Principles: An Examination of Twelve Popular Texts

Jon Hess
and
Judy C. Pearson*

CS507809

* Jon Hess is a doctoral student in Speech Communication at the University of Minnesota, Minneapolis, Minnesota, and Judy C. Pearson is Professor of Interpersonal Communication at Ohio University, Athens, Ohio. This article is based on the masters' thesis of the first author which was directed by the second author. Paper presented at the 1991 Speech Communication Association Convention; Atlanta, Georgia: November 2, 1991.

BEST COPY AVAILABLE

The basic course is the mainstay of the discipline (Seiler & McGukin, 1989). For most students it is the first, and often only, contact with the discipline. As its impact cannot be discounted, scholars must continue to assess both its content and form.

The importance of the basic course is reflected in the number of published studies about basic public speaking. However, Schneider (1991) pointed out that few studies have focused on the textbooks themselves. Since the textbook is the foundation upon which the course is built, it is an important object of study.

This study investigated the contents of basic public speaking texts. The primary objective was to compile a list of the principles included in basic public speaking texts. A secondary objective was to determine the relative importance given to each principle.

This information should be valuable for instructors who teach public speaking, for administrators who supervise the basic course, and for writers of textbooks and accompanying materials. By articulating what educators can expect to find in basic speech texts, this study should provide substantial pedagogical utility.

Review of Literature

The History of the Basic Course

While concern with public speaking predates the birth of Christ and includes Aristotles' *The Rhetoric*, the roots of the modern course can be traced to the mid-1800s (Macke, 1991). At that time, topics such as elocution, declamation, and forensics were being studied. By the 1870s, though, elocution (considered an "imitative art") was losing popularity. Reversal of this trend occurred in the 1880s when rhetoric was offered as a course in English. Throughout the 19th century, public speaking was taught only in the English department (Oliver, 1962).

A key figure in the development of an independent speech communication discipline was John Henry Frizzell. At the beginning of the 20th century, he was hired as the first head of an independent speech department at Penn State University. He established a basic course to teach students to "become plain, practical, organized speakers" (Oliver, 1962, p. 249) and published one of the first modern speech textbooks (Frizzell, 1905). In 1909, he helped other prominent speech teachers organize the Eastern Public Speaking Conference and the Speech Teachers of America. By 1912, the speech department at Penn State offered five courses in public speaking. The modern public speaking course was born.

Striking is how little change has taken place in the last 80 years. The early classes were the foundation of today's basic course. Students made seven or eight extemporaneous speeches during the course (Trueblood, 1915). They learned both theory and practice, with an emphasis on practice (Houghton, 1918). The focus included audience adaptation, speaking loudly enough, and several components fitting into the rubric of organization (Kay, 1917). Students studied both verbal and nonverbal aspects of delivery (Duffy, 1917), and the aims of the basic course included promoting better speaking habits, practicing speaking, overcoming stage fright, perfecting delivery, advancing thinking and improving organization (Hollister, 1917). The contemporary course largely reflects these concerns (Gibson, Hanna, & Huddleston, 1985; Hargis, 1956).

Beginning in the mid-1950s, and continuing to the present, regular surveys of American colleges and universities have monitored the nature of the basic course (Dedmond & Frandsen, 1964; Gibson, Gruner, Brooks, & Petrie, 1970; Gibson, Gruner, Hanna, Smythe, & Hayes, 1980; Gibson, Hanna, & Huddleston, 1985; Gibson, Kline, &

Gruner, 1974; Hargis, 1956; Jones, 1954; London, 1964). These surveys revealed few changes. Hargis (1956) found that the main foci of the course were speech composition, speech delivery, audience analysis, voice, and diction. Almost 30 years later, Gibson, Hanna, and Huddleston (1985) found similar results: outlining, delivery, and audience analysis were three of the six concepts allocated the most class time.

Critique of today's basic course

The basic course has never been blessed with a lack of criticism. It has been criticized for not teaching what it needs to teach, teaching what is not needed, and teaching information that is not accurate (Pearson & Nelson, 1990; Trank, 1983).

One long-lived criticism involves ethics, which is not given much emphasis. Williamson (1939) identified ethics as a necessary topic in the basic course and Greenburg (1986) pointed out that the topic is still virtually ignored in the basic course.

A more recent criticism is that the basic course does not teach work-related skills. Hanna (1978) found this to be a particular criticism of the business world. Johnson and Szczupakiewicz (1987) reported similar results; whereas alumni listed informative skills, listening, and handling questions and answers as the most important communication skills at work; faculty endorsed outlining, topic selection, and entertaining speaking as the most important areas of instruction.

Some of these criticisms were addressed by Johnson and Szczupakiewicz (1987), who noted that the basic course is just a first course in speech communication, and must be viewed from that perspective. The fact that many students will not take another speech course should not place the burden of trying to teach *everything* on the basic course. They noted:

> It is important to remember that "Introduction to Public Speaking" is generally a basic communication course restricted to one semester. Obviously, speech communication instructors cannot hope to cover every aspect of public speaking in one semester or term (p. 136).

Future of the Basic Course

The future of the basic course promises to be interesting. With a growing awareness of the unwavering nature of the basic course (e.g., Gray, 1989) comes the prospect of long-awaited change. Pearson and Nelson (1990) argued strongly that modifications in the basic course are long overdue.

Although the basic course certainly has shortcomings, it has been extraordinarily successful in weathering the test of time; this attests to its overall high quality. We must exercise caution in modifications so that we address weaknesses and fortify the strengths. Indiscriminate changes will likely reduce quality. By beginning with careful study we can maximize the effectiveness of changes.

Textbooks in the Basic Course

The first textbook was printed in America in 1650, and by the mid-twentieth century more than 2,500,000,000 textbooks were being printed worldwide. By then, textbooks had become the core of classes, and such a wide variety of texts were available that the number was almost unmanageable. Clearly, textbooks have become a dominant aspect of American education. Benthul (1978) wrote: "The textbook is the most available, the most relied upon, and the most common material used in the classrooms of America" (p. 5).

A high quality textbook is an important component of an effective first course in speech communication. Teague (1961) recognized the important role of the text when he wrote:

> It provides a common core around which to build a syllabus. Furthermore, it helps conserve precious class time by making available an explanation of principles and of procedures that need not be discussed at length during the class period. (pp. 469-470)

Although teachers are free to deviate from the material included in the texts, textbooks provide a good overview of the basic concepts a student will be exposed to during the course.

Like the course itself, public speaking textbooks have been amply criticized. Pelias (1989) noted that public speaking texts' treatment of communication apprehension was--while not incorrect--inadequate. Allen and Preiss (1990) found that among persuasion texts many contained incorrect information, and others were incomplete in their coverage of material. Responding to their findings, Pearson and Nelson (1990) wrote "We should be ashamed that Aristotle is more consistent with what is known than we are ourselves" (p. 7).

Whether or not textbooks accurately reflect the literature, they are indicative of what is currently being taught in the basic course. Analysis of textbooks should provide insights into what students can expect to learn in beginning speech.

Principles of Public Speaking

The principles of public speaking have been the subject of considerable research attention. Hayworth's early research (1939, 1940, 1941, 1942) merits attention. His goal was to determine "whether or not certain phenomena related to public speaking can be

measured" (1939, p. 378) and then to produce an effectiveness measure for public speaking. Hayworth also attempted to determine how certain phenomenon are related to speech effectiveness, and what techniques would be most successful in teaching those phenomenon which were found to be fruitful. Through assessment of speeches, Hayworth produced relationships among personal attributes, teaching methods, and various principles of public speaking.

Surveys also monitor the important principles in public speaking. Although details vary, many phenomena are reported consistently in the surveys. For example, outlining, audience analysis, listening, voice and articulation, and support material were all reported as important components of the basic course from the 1950s to the 1980s (Gibson et al., 1970; Gibson et al., 1985; Hargis, 1956).

Although research has not provided a specific list of principles of public speaking, scholars are definitely in agreement about many concepts. The primary objective of this study was to compile a comprehensive list of the basic principles which are currently discussed in public speaking texts. Thus, the following research question was investigated:

RQ_1: What are the principles of public speaking included in current basic public speaking textbooks?

Not all principles of public speaking are of equal importance. Hayworth (1940) aptly demonstrated this by weighing and comparing the principles he studied. His research yielded some very specific relationships among selected concepts such as verbal fluency, eye contact, transitions, gestures, and facial contact.

A measure of perceived differential importance of principles is class time devoted to each. For example, Hargis (1956) and Gibson et al. (1980) both reported that more

class time is devoted to speech delivery than to audience analysis. Differential space allotment in textbooks should also reveal a bias towards certain principles. Thus, a second research question was investigated:

RQ_2: What is the relative importance given to each principle in public speaking texts?

Method

Sample

Since this study examined the principles of public speaking as derived from textbooks, the population was the set containing all introductory-level college public speaking textbooks currently in use. This definition excludes those texts which are hybrids containing both public speaking and interpersonal communication, as well as other speech communication books such as persuasion texts, debate texts, and advanced public speaking textbooks.

The purposive sample was intended to represent the most popular public speaking texts. The sample was determined on the basis of available surveys (Gibson, Hanna, & Huddleston, 1985; Gibson, Hanna, & Leichty, 1990; Pelias, 1989) and information from publishers. The twelve texts chosen for inclusion, and alphabetically listed, were Ayres and Miller's (1990) *Effective public speaking* (3rd ed.), Bradley's (1988) *Fundamentals of speech communication: The credibility of ideas* (5th ed.), DeVito's (1990) *The elements of public speaking* (4th ed.), Ehninger, Gronbeck, McKerrow, and Monroe's (1986) *Principles of speech communication* (10th ed.), Hanna and Gibson's (1989) *Public speaking for personal success* (2nd ed.), Hunt's (1987) *Public speaking* (2nd ed.), Lucas' (1989) *The art of public speaking* (3rd ed.), McCroskey's (1986) *An introduction to rhetorical communication* (5th ed.), Nelson and Pearson's (1990) *Confidence in public*

speaking (4th ed.), Osborn and Osborn's (1991) *Public speaking* (2nd ed.), Samovar and Mills' (1989) *Oral communication: Message and response* (7th ed.), and Verderber's (1991) *The challenge of effective speaking*, (8th ed.).

Procedures

Content analysis was used to examine these 12 texts. The research followed a three-step process (Budd et al., 1967; Stempel, 1989). First, the unit of analysis was selected. Second, the categories were constructed. Finally, the data was coded and weighted. Although the word, sentence, or paragraph could be used as the unit of analysis, the page was found to be remarkably accurate since most basic public speaking textbooks use the same size pages and type.

The construction of the categories proved difficult since one of the objectives of the study was to determine the basic principles. Grounded theory (Glaser & Strauss, 1967) was adopted to avoid imposing assumptions on the data. The principles that emerged were required to be exhaustive, mutually exclusive, independent, and derived from a single classification principle (Budd et al., 1967; Holsti, 1969). Constant comparison helped to assure reliability of this approach.

Once the categories were delineated, the items needed to be weighted to address the second research question. At the completion of the text analysis, items were rank-ordered according to units of analysis (by totaling the number of pages written about each) and according to frequency (which categories were mentioned by the greatest number of textbooks). These two systems of enumeration provided data concerning the relative importance of each item.

Results

The analysis was conducted as described. The first text was coded into as many categories as possible. Then each additional text was coded into those categories or when none existed, a new one was created. As the research progressed, underlying uniformities began to emerge. These incidents were grouped into larger categories. After coding and reduction, outlines of the resulting principles were composed, quantity was recorded, and reliability was determined.

Reliability was calculated after the data was analyzed by recoding one of the early textbooks in entirety. The results of the recoding were compared with the master list and the number correct was divided by the total. Mistakes involved failure to recognize an item, coding an item that was not relevant, and coding an item into the wrong category. Of 3,254 pieces of data, 3,157 were coded the same the second time, yielding a reliability of .97.

Only face validity could be achieved for this study. To determine this, the results were compared with the contents of the public speaking half of some popular hybrid (public speaking and interpersonal communication) texts. Almost all of the components appeared in these texts, and they comprehensively covered the main points. The high reliability also bolster claims that the validity of this study is strong. The consistency with which the data was coded (alpha = .97) indicates that major theoretical deficiencies did not appear.

Research question one asked "What are the basic principles of public speaking?" This determined coding the bodies of the texts. Presumably, authors included all of the information which they considered essential in the texts, reserving for the appendix material they consider either optional or of lesser importance. Thus, appendices were

not coded. The results of coding appear on Table 1. These principles are those mentioned in over 83% of the texts. The 24 principles could be grouped into five overall categories: communication theory, speech preparation, speech delivery, activities and elements in public speaking, and a taxonomy of public speaking.

The second research question concerned the relative importance of the principles. This was analyzed by two factors: frequency of appearance and space allotted. Frequency was measured by calculating the number of texts in which an item appeared. The principles which authors hold to be most important should be in the most texts. These principles are presented in Table 1.

Space allotted should give an indication of perceived importance. The number of pages devoted to each principle was calculated. The result, listed in Table 1, is a mean number of pages for each principle.

Insert Table 1 here

The principles found in basic texts can be stratified into four levels. Persuasive speaking, language, informative speaking, and the audience were the primary foci of the textbooks. These topics were thoroughly discussed and relevant issues were explicated. The second level consisted of: getting information, presentational aids, listening, reasoning, organization, vocal and nonverbal aspects, speaking on special occasions, and support material. These topics, while allocated significantly less space than those in level one, were well-developed and treated as important building blocks in developing good speech skills.

The third level included outlining, the introduction, the speaker, selecting a topic, anxiety, components of communication, the conclusion, and modes of delivery. Discussion of these topics was comprehensive, but brief. Without exploring complexities, a clear overview was presented. The final level--determining purpose, thesis sentence, ethics, and practice--was composed of topics which were mentioned, but not reported in depth. Key ideas were highlighted, but little discussion accompanied the points.

The principles were grouped into five supracategories, and these were checked for space allotted. The results are presented in Table 2.

Insert Table 2 here

Discussion

Trank (1983) suggested that textbook authors are under significant pressure from publishers to keep their books in conformity with competing texts. The results of this study supported this allegation. Content analysis revealed that although the information contained in the texts was often very different, the topics discussed were the same. This suggests that even though scholars may not always be in agreement, pressure to standardize may keep them writing about the same concepts.

Maslow's hierarchy of needs provids a good example. Every text included it for varying purposes, as if this is something which is expected in a basic public speaking text and each author must determine where to insert it. This study supports charges that authors are not free to write whatever they feel is important, but that they must make their text fit pre-established molds. Although this tends to stifle creativity and

innovation, it assures that students will learn comparable information regardless of the text selected.

Woodward and Nagel (1987) reported that pressure exists for texts to have recent publication dates; this is certainly true for basic public speaking texts. Research for this study was conducted with the most recent edition of all the texts, yet by the time the content analysis was completed two of the texts had already come out in new editions and had to be recoded. Sevitch (1990) noted that almost all the top-sellers come out in new editions every three or four years.

Woodward and Nagel (1987) suggested that educators have begun thinking that if a book is newer it must be better. The result is that "the industry seems to have been forced into a hectic revision cycle in which improvement in instructional quality takes a poor second place to more superficial changes" (p. 1). Their study showed that the push for current editions can be hazardous to the quality of the product, and they concluded that the danger of publishers sacrificing quality for "factors that have little educational value" (p. 1) is very real. Since Woodward and Nagel's texts were from social studies, and the current study did not review multiple editions of texts, evidence has not been provided that basic public speaking texts deteriorate in quality with new editions.

Given that public speaking texts are entrenched in the "hectic revision cycle," we must be on guard that quality is not compromised for superficial changes. Writers or publishers should be aware of the situation and use quality, not sales, as a guideline for changes. Since no text is ever perfect, the demand for new editions should be used to encourage improvements in quality. If writers and publishers continuously seek fine improvements, educators will be offered a better product.

Table 1 illustrates that the basic public speaking course synthesizes information from a vast diversity of disciplines for use in a unified product. For example, production of an effective actuation speech requires that a student do the following. First, she or he must begin by selecting a topic and purpose (English composition). Then the topic must be thoroughly researched including library research (library science) and interviewing experts (journalism and interpersonal communication) and the findings must be organized into a comprehensible presentation (English composition).

Included in the case will probably be reasoning (logic), and the whole argument must be prepared and presented ethically (ethics, philosophy, and even theology). If the audience is to remember the message and feel compelled to respond to it, the speaker will also need to apply principles of learning (education) and motivation (psychology). As presentational aids are vital to learning, applying principles of art and design will prove beneficial to communicating effectively via the visual channel. In many ways, the basic public speaking course can be considered a capstone to the fundamental curricula: the course in which students must synthesize and apply much of their knowledge.

Ethics is a topic that has received little attention in basic speech in both the past and present (Greenburg, 1986; Pearson & Nelson, 1990; Williamson, 1939). Although Jensen (1985) noted signs that ethics might be growing in priority for speech communication texts, this trend does not appear to have developed yet. Ethics was allocated an average of only 3.3 pages per text (consider for comparison that selecting a topic averaged twice that amount, and outlining received almost three times the space. One text did not even mention ethics.

Furthermore, almost 58% of the texts studied included personal benefits of learning public speaking in the first chapter, while only 41% mentioned social benefits.

A text which devoted six and a half pages to ethics (considerably more than average) later suggested using a one-sided approach to persuasive speaking when the audience is poorly educated--a tactic designed to deceive audience members rather than to enlighten them. The initial reaction to these points is that public speaking is being sold as a tool for personal betterment and the speaker's responsibility to use it ethically is being downplayed.

The validity of this conclusion is subject to question. Several explanations can account for the absence of ethics in the basic course. First, the obvious conclusion might be correct: basic speech textbooks simply are devoid of ethics. Conversely, though, the possibility exists that ethics are taken for granted and writers see no point in stating the obvious. Finally, since controversy rages as to what is ethical and what is not, authors may feel that it is best to simply mention the topic and note that speakers should use their skill ethically, rather than becoming enmeshed in the debate over specifics.

Unfortunately, while this study effectively reveals the absence of discussion about ethics, it does not provide answers as to why this is the case. By no means, though, can this study support an allegation that ethics are unimportant in the basic speech course: the fact that 92 percent of the texts discussed the subject, one devoting an entire chapter to it, indicates that it is something of which writers and scholars are aware. Further research is needed to draw conclusions about why ethics are allotted such a small percentage of text space.

This study reported the content of textbooks; researchers should now determine what instructors actually teach. If lectures are based primarily on the textbooks, the information here can be generalized as the basic principles taught in American colleges

and universities on public speaking. If not, however, many questions need to be investigated, like why teachers deviate from their text. With so many well-written texts on the market, it would be expected that instructors could find texts tailored to their particular needs.

The basic public speaking course may be controversial, but the majority of students in the course are receiving the same relative information. Twelve popular textbooks share 24 principles which can be grouped into the five overall categories of communication theory, speech preparation, speech delivery, activities and elements in public speaking, and a taxonomy of public speaking. Contemporary textbook authors are more likely to give a longer treatment to speech preparation than they are to communication theory. Further, they show increased attention to persuasive speaking, language, informative speaking, and the audience, and decreased attention to modes of delivery, determining a speech purpose, the thesis statement and main points, ethics, and speech practice. This investigation adds further information to our knowledge of a course that has become a mainstay in the speech communication discipline.

References

Allen, M., & Preiss, R. W. (1990). Using meta-analysis to evaluate curriculum: An examination of selected college textbooks. Communication Education, 39(2), 103-116.

Aristotle. (1932). The rhetoric of Aristotle (L. Cooper, trans.). Englewood Cliffs, NJ: Prentice-Hall. (Original work published in antiquity)

Ayres, J., & Miller, J. (1990). Effective public speaking (3rd ed.). Dubuque, IA: William C. Brown.

Benthul, H. F. (1978). The textbook: Past and future. Curriculum Review, 17, 5-8.

Bradley, B. E. (1988). Fundamentals of speech communication: The credibility of ideas (5th ed.). Dubuque, IA: William C. Brown.

Budd, R. W., Thorp, R. K., & Donohew, L. (1967). Content analysis of communications. New York: Macmillan.

Dedmon, D. N., & Frandsen, K. D. (1964). The "required" first course in speech: A survey. The Speech Teacher, 13(1), 32-37.

DeVito, J. A. (1990). The elements of public speaking (4th ed.). New York: Harper & Rowe.

Duffy, W. P. (1917). The foundation course in public speaking at the University of Texas. Quarterly Journal of Speech Education, 3(2), 161-171.

Ehninger, D., Gronbeck, B. E., McKerrow, R. E., & Monroe, A. (1986). Principles of speech communication (10th ed.). Glenview, IL: Scott Foresman.

Frizzell, J. H. (1905). Notes on public speaking. Magnolia, MA. Privately published booklet, 46 pp.

Gibson, J. W., Gruner, C. R., Brooks, W. D., & Petrie, Jr., C. R. (1970). The first course in speech: A survey of U. S. colleges and universities. The Speech Teacher, 19(1), 13-20.

Gibson, J. W., Gruner, C. R., Hanna, M. S., Smythe, M., & Hayes, M. T. (1980). The basic course in speech at U. S. colleges and universities. Communication Education, 29(1), 1-9.

Gibson, J. W., Hanna, M. S., & Huddleston, B. M. (1985). The basic course at U. S. colleges and universities: IV. Communication Education, 34(4), 281-291.

Gibson, J. W., Hanna, M. S., & Leichty, G. (1991). The basic course at U. S. colleges and universities: V. In L. W. Hugenberg (Ed.), Basic Course Communication Annual (pp. 233-257). Boston, MA: Academic Library.

Gibson, J. W., Kline, J. A., & Gruner, C. R. (1974). A re-examination of the first course in speech communication at U. S. colleges and universities. The Speech Teacher, 23(3), 206-214.

Glaser, B. G., & Strauss, A. L. (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago: Aldine.

Gray, P. L. (1989, November). The basic course in speech communication: An historical perspective. In L. W. Hugenberg (Ed.), Basic Course Communication Annual, 1 (pp. 1-27). Boston, MA: Academic Library.

Greenburg, K. (1986, April). The issue of teaching ethics in the introductory speech course. Unpublished paper presented at the annual convention of the Eastern Communication Association, Atlantic City, NJ.

Hanna, M. S., & Gibson, J. W. (1989). Public speaking for personal success (2nd ed.). Dubuque, IA: William C. Brown.

Hargis, D. E. (1956). The first course in speech. The Speech Teacher, 5(1), 26-33.

Hayworth, D. (1939). A search for facts on teaching of public speaking: I. Quarterly Journal of Speech, 25(3), 377-385.

Hayworth, D. (1940). A search for facts on teaching of public speaking: II. Quarterly Journal of Speech, 26(1), 31-38.

Hayworth, D. (1941). A search for facts on teaching of public speaking: III. Quarterly Journal of Speech, 27(1), 31-38.

Hayworth, D. (1942). A search for facts on teaching of public speaking: IV. Quarterly Journal of Speech, 28(3), 347-354.

Hollister, R. D. T. (1917). The beginning course in oratory at the University of Michigan. Quarterly Journal of Speech Education, 3(2), 172-173.

Holsti, O. R. (1969). Content analysis for the social sciences and humanities. Reading, MA: Addison-Wesley.

Houghton, G. H. (1918). A beginning course in public speaking for colleges and universities. Quarterly Journal of Speech Education, 4(2), 150-159.

Hunt, G. (1987). Public speaking (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Jensen, V. (1985). Teaching ethics in speech communication. Communication Education, 34(4), 324-330.

Johnson, J. R., & Szczupakiewicz, N. (1987). The public speaking course: Is it preparing students with work related public speaking skills? Communication Education, 36(2), 131-137.

Jones, H. R. (1954). The present status of beginning speech courses in colleges and universities. Central States Speech Journal, 6(2), 10-11.

Kay, W. J. (1917). Course I in public speaking at Washington and Jefferson College. Quarterly Journal of Speech Education, 3(3), 242-248

London, N. T. (1964). Professional attitudes toward a first course in speech and its requirement in American colleges. The Speech Teacher, 13(1), 25-31.

Lucas, S. E. (1989). The art of public speaking (3rd ed.). New York: Random House.

Macke, F. J. (1991). Communication left speechless: A critical examination of the evolution of speech communication as an academic discipline. Communication Education, 40(2), 125-143.

Marlier, J. T. (1980). What is speech communication, anyway? Communication Education, 29(4), 324-327.

McCroskey, J. C. (1986). An introduction to rhetorical communication (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Nelson, P. E., & Pearson, J. C. (1990). Confidence in public speaking (4th ed.). Dubuque, IA: William C. Brown.

Oliver, R. T. (1962). One hundred years of teaching speech: An interpretation. The Speech Teacher, 11(3), 247-252.

Osborn, M., & Osborn. S. (1991). Public speaking (2nd ed.). Boston: Houghton Mifflin.

Pearson, J. C., & Nelson, P. E. (1990, November). The future of the basic course. In L. W. Hugenberg (Ed.), Basic Course Communication Annual, 2 (pp. 1-27). Boston, MA: Academic Library.

Pearson, J. C., Nelson, P. E., & Sorenson, R. L. (1981). How students and alumni perceive the basic course. Communication Education, 30(3), 296-299.

Pelias, M. H. (1989). Communication apprehension in basic public speaking texts: An examination of contemporary textbooks. Communication Education, 38(1), 41-53.

Samovar, L. A., & Mills, J. (1989). Oral communication: Message and response (7th ed.). Dubuque, IA: William C. Brown.

Schneider, D. E. (1991). An analysis of readability levels of contemporary textbooks that employ a hybrid approach to the basic course. Communication Education, 40(2), 165-171.

Seiler, W. J., & McGukin, D. (1989, November). What we know about the basic course: What has research told us? In Hugenberg, L. W. (Ed.), Basic Course Communication Annual, 1 (pp. 28-42), Boston: Academic Library.

Sevitch, B. (1990, October). Traditions and advances in public speaking textbooks: Technology comes to publishing. Unpublished paper presented at the annual convention of the New York State Speech Communication Association, Ellensburg, NY.

Stempel, III, G. H. (1989). Content analysis. In G. H. Stempel, III, & B. H. Westley (Eds.), Research methods in mass communication, 2nd ed. (pp. 124-136). Englewood Cliffs, NJ: Prentice-Hall.

Teague, O. (1961). Selecting a speech textbook. In W. W. Braden (Ed.), Speech methods and resources (pp. 469-480). New York: Harper & Row.

Trank, D. M. (1983, November). An overview of the present approaches to the basic speech communication course. Paper presented at the annual convention of the Speech Communication Association, Washington, DC.

Trueblood, T. C. (1915). College courses in public speaking. Quarterly Journal of Speech Education, 1(3), 260-265.

Verderber, R. F. (1991). The challenge of effective speaking, (8th ed.). Belmont, CA: Wadsworth.

Williamson, A. B. (1939). Social standards in public speaking instruction. Quarterly Journal of Speech, 25(3), 371-377.

Winans, J. W. (1917) Public speaking at Cornell University. Quarterly Journal of Speech Education, 3(2), 153-162.

Woodward, A., & Nagel, K. C. (1987, April). Old wine in new bottles: An analysis in social studies textbooks from old to new edition. Unpublished paper presented at the American Education Research Association, Washington, DC.

Table 1:

Principles of public speaking rank-ordered by space allotted.

Principle	Mean Number of pages
Persuasive speaking	27.2
Language	20.9
Informative speaking	19.5
Audience	18.0
Getting information	14.9
Presentational aids	14.7
Listening	14.1
Reasoning	13.6
Organization	13.0
Vocal & nonverbal aspects	13.0
Speaking on special occasions	12.9
Support material	12.1
Outlining	9.8
Introduction	9.2
The speaker	9.2
Selecting a topic	6.6
Anxiety	6.5
Components of communication	5.5
Conclusion	5.3
Modes of delivery	4.6
Determining purpose	3.6
Thesis sentence & main points	3.6
Ethics	3.3
Practice	1.5

Table 2:

Average number of pages written about aspects of public speaking

Principle	Mean number of pages
Speech preparation	97.6
Taxonomy of public speaking	59.6
Speech delivery	54.9
Activities & elements	45.0
Communication theory	5.5